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ABSTRACT

In 1982-83, the Basic Trilingual Program at Flushing High School in Queens, New York, provided instruction in English as a Second Language (ESL) in 185 Hispanic and 51 Korean students of limited English proficiency in grades 9-12. The Hispanic students attended native language classes and bilingual courses in social studies, math, science, art, music, and typing. The Korean students attended ESL classes, a civics course for new Americans (which incorporated native language studies through class and homework assignments), and mainstream academic courses. A major program goal was the acquisition of enough English for full mainstreaming. Quantitative analysis of student achievement in English language development, however, was difficult because program objectives in this area were vaguely worded. It was found that (1) gains in New York City reading and math tests were not significant; (2) passing rates in content areas declined from fall to spring; (3) the overall passing rate of Hispanic students in native language studies exceeded 90 percent; and (4) program attendance rates were significantly higher than general school attendance rates. In addition, existing curricular materials were translated and adapted to supplement courses developed during the project's first year, and appropriate supportive services, staff development activities, and parent participation were maintained during the year. Overall, the program was effective and efficiently implemented, resulting in a supportive learning environment for students. (CMG)

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FLUSHING HIGH SCHOOL

A BASIC TRILINGUAL PROGRAM

1982-1983

OEE Evaluation Report

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UD023627

O.E.E. Evaluation Report

February, 1984

Grant Number: G00-800-7073

FLUSHING HIGH SCHOOL

A BASIC TRILINGUAL PROGRAM

1982-1983

Principal:
Mr. James Costaras

Director:
Ms. Joyce Thompson Grabowski

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A SUMMARY OF THE EVALUATION
FOR THE BASIC TRILINGUAL PROGRAM
FLUSHING HIGH SCHOOL
1982-1983

This program, in its third and final year of funding, provided instruction in E.S.L. to 185 Hispanic and 51 Korean students of limited English proficiency in grades nine through twelve. Native language studies and bilingual courses were only offered in Spanish since the Korean student population was too small to make bilingual subject-area classes feasible for them. Bilingual courses for Hispanic students included social studies, mathematics, science, art, music, and typing. The Korean students attended E.S.L. classes, a course in civics for new Americans, which incorporated native language studies through class and homework assignments, and academic courses offered in the mainstream. Most program students were immigrants whose educational histories varied greatly; approximately seven percent were functionally or totally illiterate in their native language. Most of the Korean students, on the other hand, attended schools in their native country and had mastered at least basic academic skills. Thus, many came to the program with a high level of academic preparedness.

One of the major program goals was to expedite the acquisition of those English language skills necessary for full mainstreaming. Once mainstreamed, program students took some courses designed for linguistic minority students which utilized an E.S.L. approach. The program's philosophy was to support students in all phases of their academic programs until they were ready to function in mainstream courses. Transition was emphasized for all program students.

Title VII funds supported all administrative and support services staff, with the exception of the principal, whose position was supported by tax-levy funds. All instructional services were funded by tax-levy and P.S.E.N. monies; paraprofessional assistance was also provided by Title VII. Curriculum materials were translated and adapted to supplement courses developed during the first year of the program. These included: civics for new Americans; native language arts; language arts; typing; biology; and E.S.L. Supportive services to program students consisted of individual and group counseling, meeting with parents, referrals to outside agencies, as well as career information and orientation. Development activities for staff members included monthly department and staff meetings and attendance at in-house and outside workshops, demonstration lessons, conferences, and symposia. Parents of participating students were involved through a Parent Advisory Committee, attendance at "school week" meetings, and through telephone calls, letters, and the program newsletter.

Students were assessed in English language development (Criterion Referenced English Syntax Test and the New York City Reading Test); growth in their mastery of the native language (teacher-made tests); bilingual

content-area courses (teacher-made tests and the New York City Mathematics Test); and attendance (school and program records). Quantitative analysis of student achievement indicates that:

--In the fall, program students mastered an average of 1.99 CREST objectives per month on Levels I and II and 0.62 objectives per month on Level III. In the spring, Level I and II students mastered an average of 1.17 CREST objectives per month, and Level III students mastered 0.41 objectives. High pre-test scores on Level III in both semesters resulted in the lower mastery rate on this level.

--Gains made by eleventh and twelfth graders on the New York City Reading Test, were not statistically significant.

--Results of eleventh and twelfth graders on the New York City Mathematics Test were not statistically significant; effect sizes were small but positive.

--In the fall, passing rates of program students in content-area subjects exceeded 80 percent passing. In the spring, overall passing rates declined and ranged from 67 percent passing in mathematics to 87 percent passing in business/vocational subjects.

--The overall passing rates of Hispanic students in native language studies classes were 92 percent in the fall and 90 percent in the spring.

--The attendance rate of program students was significantly higher than the general school attendance.

Overall, the Title VII Trilingual Program was effective and efficiently implemented, resulting in a supportive learning environment for program students. It is recommended that the school continue its efforts to meet the needs of those Hispanic and Korean students requiring bilingual services.

ACKNOWLEDGEMENTS

The production of this report, as of all O.E.E. Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of permanent staff and consultants. In addition to those whose names appear on the cover, Margaret Scorza has reviewed and corrected reports, coordinated the editing and production process, and contributed to the quality of the work in innumerable ways. Karen Chasin has spent many hours creating, correcting, and maintaining data files. Joseph Rivera has worked intensely to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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THE TITLE VII TRILINGUAL PROGRAM AT FLUSHING HIGH SCHOOL

Location:	35-01 Union Street Flushing, New York 11354
Year of Funding:	Final year of a three-year grant
Target Population:	185 Hispanic and 51 Korean students
Target Languages:	Spanish, Korean
Principal:	Mr. James Costaras
Project Director:	Ms. Joyce Thompson Grabowski

I. DEMOGRAPHIC CONTEXT

ENVIRONMENT

Flushing High School is located on Northern Boulevard, a major thoroughfare in Queens that is two blocks from the heart of Flushing's commercial district. The school serves an attendance area that is becoming increasingly diverse. The northern sector is characterized by private houses that would not be out of place in a middle to upper class suburban setting. Some apartment buildings also exist within this area. South of this region lies Corona-Jackson Heights, a somewhat integrated middle- and working-class neighborhood where most of the school's Hispanic students live.

The school's attendance district has undergone major changes. Extremely accessible to public transportation, it has become the second largest Asian-American community in New York City, with Koreans comprising the largest single group accounting for this influx. In addition to

living in the area, the relatively new Korean population has affected the area as a whole by purchasing stores, constructing new buildings, and opening new businesses. As a result, they have contributed significantly and visibly to the community's economic viability. While they have lived in the area for a somewhat longer time than the Asian residents, the Hispanic population represents a significant population shift since 1970. During the following decade, the Hispanic population in Queens doubled. The Corona-Jackson Heights area served by Flushing High School is the fastest growing Latin American community in New York City and one which contains one of the two largest communities of immigrants from the Dominican Republic.

The school population is only partly representative of its attendance district. The children of most of the 25,000 Koreans in it attend private schools, travel to schools in Chinatown, or go to nearby Newtown High School, where a large Asian bilingual program serving Koreans has been in operation for years. The ethnic breakdown of the student population is Asian, 9.6 percent; Hispanic, 26.3 percent; black, 22.7 percent; and white, 1.5 percent.*

SITE CHARACTERISTICS

A comprehensive high school, Flushing High School has 2,260 students in grades nine through twelve exclusive of special education programs. The decrease in enrollment over the past few years is apparently due to the resolution of the status of long-term truants. The percentage

*Source. Pupil Ethnic Composition Report, October, 1982, Office of Student Information Services, Board of Education of the City of New York.

of Asian and Hispanic students has been increasing each year. In recognition of this trend, the administration hopes that one result of its emphasis on English language acquisition and career orientation will be an increase in the size of the student body.

Originally built in 1875, Flushing High School had a new wing added in 1965. Both the exterior landscaping and the interior of the building are well maintained. The program office is located on the first floor and is adjacent to the resource room where materials are kept. The resource room is also used by program staff for individual and small-group instruction, student and parent consultations, and class preparation.

II. STUDENT CHARACTERISTICS

COMPOSITION AND DIVERSITY

The trilingual program's target population consists of 185 (78 percent) Hispanic and 51 (22 percent) Korean students. Table 1 presents the program students by country of origin and Table 2 breaks down the students by sex and grade.

Distinct differences exist in terms of linguistic and academic preparedness between the Hispanic and Korean students. Among the Hispanics, academic background varies greatly, ranging from those who have had no formal schooling and have been placed in high school because of their age to those with some previous high school education. Approximately seven percent of the Hispanic program students are functionally or totally illiterate in their native language, a fact that presents a major obstacle to their learning both English and the subject matter necessary for high school graduation. The staff feels that the previous education of the Dominican students is especially poor; many come from rural areas whose dilapidated schools reflect the general poverty of the inhabitants. The staff observed that students from other Latin American countries seem far better prepared than those from the Dominican Republic.

The Korean students, on the other hand, have attended schools in their native country where they have mastered at least rudimentary academic skills. As a result, many begin work in the program with an already high level of academic preparedness. Even while they still lack English proficiency, many of these students are enrolled in advanced classes in mathematics and sciences in which they excel. By the time they are promoted to the advanced level of English as a second language (E.S.L.), they are already studying

TABLE 1

Number and Percent of Program Students

by Country of Birth

Country of Birth	Number	Percent of Language Group
Puerto Rico	4	2
Dominican Republic	95	51
Cuba	3	2
Honduras	4	2
Guatemala	3	2
Costa Rica	1	less than one
El Salvador	5	3
Panama	1	less than one
Colombia	35	19
Ecuador	13	7
Peru	5	3
Bolivia	1	less than one
Venezuela	1	less than one
Argentina	1	less than one
U.S.	13	7
Total Hispanic	185	100
Korea	51	100
TOTAL	236	

•Fifty-one percent of the Hispanic students were born in the Dominican Republic.

•Thirteen program students were born in the United States.

TABLE 2

Number and Percent of Program Students by Sex and Grade

Grade	Number Male Students	Percent of Grade	Number Female Students	Percent of Grade	Total Number	Percent of All Students
9	40	52	37	48	77	33
10	28	42	39	58	67	29
11	32	53	28	47	60	25
12	12	39	19	61	31	13
TOTAL	112	48[a]	123	52[a]	235	100

[a]Percent of all program students.

- Fifty-two percent of the program students are female.
- Most program students are in the ninth grade.

calculus. Beginning with literacy in their native language and a grasp of basic skills, these students transfer this knowledge with relative ease.

Whereas the Korean students come from an extremely stable community, the Hispanic students come from a highly mobile one. The staff noted that many Hispanic students' education was interrupted because families returned to their homelands for various reasons. In addition, economic difficulties in their families increase the likelihood that the Hispanic students will leave school to supplement their families' inadequate incomes. The staff felt that the academic performance of some of the Hispanic students might be hindered by their proximity to Jackson Heights, a neighborhood that borders Corona and is a major drug dealing center in the borough. They felt that all of these factors might have a negative effect on the Hispanic students' chance for success in the program.

Most program students, as has been indicated, are immigrants. Their educational histories are considerably varied. Many have suffered interrupted schooling, or a lack of educational opportunities in their countries of birth. Table 3 presents the program students by age and grade.

The high proportions of overage students suggest that special consideration should be made when setting standards of performance for these groups and interpreting their outcomes. Many students have been placed in a grade because of their age, not their academic preparedness. As a result, they may lack cognitive and linguistic proficiency in their native language, which has implications for their ability to acquire oral and literacy skills in English. Table 4 presents a breakdown of the time spent by students in the bilingual program, by grade level.

TABLE 3

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	6	1			7
15	29	5	2		36
16	23	27	8		58
17	14	17	24	2	57
18	4	12	14	22	52
19	1	4	7	3	15
20		1	4	3	8
21			1	1	1
TOTAL	77	67	60	31	235
All Overage Students					
Number	42	34	26	7	109
Percent	54.5	50.7	43.3	22.6	46.4
Korean Overage Students					
Number	2	13	8	2	25
Percent	50.0	50.0	72.7	22.2	49.0
Spanish Overage Students					
Number	40	21	18	5	84
Percent	54.8	51.2	36.7	22.7	45.4

Note. Shaded boxes indicate expected age range for grade.

.Forty-six percent of the program students are overage for their grade.

.The highest percentage of overage students occurs in the ninth grade (55 percent).

.Almost half (49 percent) of the Korean students and 45 percent of the Spanish-speaking students are overage for their grade.

TABLE 4

Time Spent in the Bilingual Program[a]

(As of June 1983)

Time Spent in Bilingual Program	Number of Students Grade 9	Grade 10	Grade 11	Grade 12	Total
<1 Academic Year	4	7	2	0	13
1 Academic Year	48	31	12	1	92
2 Academic Years	20	20	20	5	65
3 Academic Years	3	8	24	13	48
4 Academic Years[b]	1	1	2	12	16
5 Academic Years[b]	1	0	0	0	1
Total	77	67	60	31	235

[a]Rounded to the nearest year.

[b]Reflects participation in previous bilingual program.

- Forty-five percent of the students had been in the program for one year or less.
- Twenty percent of the students had participated in the program for three years.

III. PROGRAM DESCRIPTION

PROGRAM PHILOSOPHY

The philosophy of the program, as stated by the project director, is to maintain the students in all aspects of their academic program until they can function in mainstream classes. Transition is stressed for all program students. Program staff and school administration share the view that LEP students should receive instruction in their native language, while they learn English. Once they become proficient in their second language and seem able to function outside the program, they are mainstreamed. Such an emphasis gains support from the existence of some mainstream courses that are designed for linguistic minority students and use an E.S.L. approach to facilitate their success. A list of the program's specific evaluation objectives is included as Appendix A.

PROGRAM HISTORY

The trilingual program has emerged out of a history of support for bilingual education on the part of the school administration. Prior to the enactment of Title VII, the principal initiated a tax-levy program that stressed E.S.L. and eventually provided full bilingual instruction for Hispanic students. The trilingual program extended the scope of the earlier tax-levy program by including Korean students, expanding course offerings, and improving such areas as identification and placement of students, individual attention to students, staffing, community outreach, and supportive services.

FUNDING

Table 5 indicates funding of the instructional component.

Table 6 provides the same information for the non-instructional component.

TABLE 5

Funding of Instructional Services to Spanish-Speaking Students

Component	Funding Sources(s)	Number of Teacners	Number of Classes
E.S.L.	Tax-Levy P.S.E.N.	2 1	3,5 5
Writing Lab	Tax-Levy	1	1
Native Language	Tax-Levy	3	3 each
Mathematics	Tax-Levy	1	3
Social Studies	Tax-Levy	3	1,2,4
Science	Tax-Levy	1	4
Other (Voc. Ed., Etc.)	Tax-Levy	3	1,2,3

- Korean students participate in E.S.L. classes, the Civics for New Americans course, and academic courses offered in the mainstream.
- One Korean-speaking and three Spanish-speaking paraprofessionals assist in the bilingual program classes.

TABLE 6

Funding of Non-Instructional Component

Component	Funding Source(s)	Personnel Number	Personnel Title(s)
Administration & Supervision	Tax-levy Title VII	1 1	Principal Project Director
Curriculum Development	Title VII	1	Resource Teacher
Supportive Services	Title VII	1	Bilingual Guidance Counselor
Staff Development	Title VII	1	Project Director and Rotating Teacher Trainers.
Parental & Community Involvement	Title VII	1	Project Director

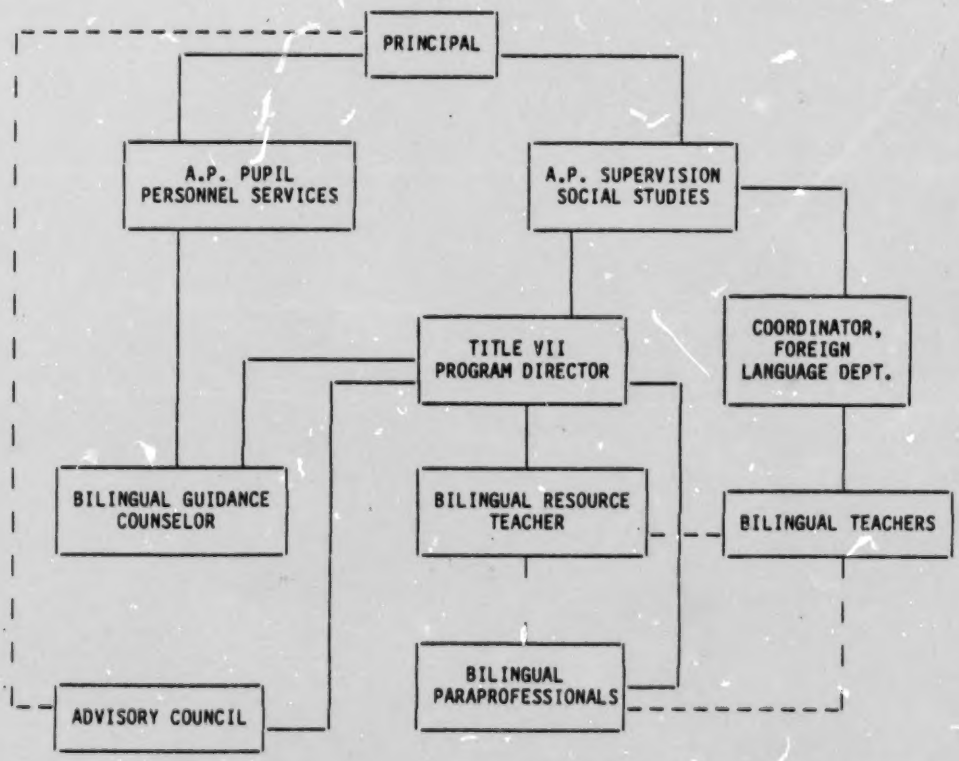
PROGRAM ORGANIZATION

Within the school's administrative framework, the assistant principal in charge of social studies has supervisory responsibility for the foreign language, E.S.L., and the trilingual program. The program director has direct responsibility for the smooth operation of the bilingual program. She attends regular meetings with the principal and other department heads.

Figure 1 depicts the program organization within the school as a whole.

FIGURE 1

The Organization of the Trilingual Program at Flushing High School



IV. INSTRUCTIONAL COMPONENT

PLACEMENT AND PROGRAMMING

Placement of students in the trilingual program begins in some instances at the junior high school level when the staff visits feeder schools near the end of the school year in order to administer placement tests in E.S.L., native language arts, and mathematics and to observe prospective program participants. The score on the Language Assessment Battery test (LAB) is considered for all prospective program students. Hispanic and Korean students who score below the twenty-first percentile are eligible for the program. Students are also eligible if they score higher than this, but are two or more years below grade level on a standardized test of English. All students are then interviewed by the guidance counselor who examines their test scores and school profiles in order to confirm placement and devise an appropriate individual program. Much of what appeared in the 1979-80 evaluation report concerning student programming remained unchanged.

INSTRUCTIONAL OFFERINGS

English as a Second Language

Six levels of E.S.L. classes have been scheduled. After completing level six, a student is mainstreamed or, if necessary, put into a transitional English class that will further prepare the student for a mainstream English class. In addition to the entrance exam for E.S.L. classes, the program director devised exit examinations for students before advancing to the transition English or mainstream classes. Table 7 lists courses in E.S.L. offered during the 1982-83 year.

Native-Language Intruction

In its second year of operation, the program expanded its offerings in Spanish native-language instruction to a ten-term sequence. This was continued during the third year. This sequence includes the advanced Spanish classes, which constitute the last four terms of the native language program design. These classes include some non-LEP Hispanic students who have advanced facility with Spanish. In addition to their gaining experience from taking classes designed for students for whom Spanish is not a "foreign language," their presence provides program students with valuable contact with the school's mainstream population, thereby decreasing their isolation from the school as a whole. Table 8 lists native-language courses, all of which meet five times a week.

Bilingual Instruction in Content Areas

Table 9 provides information on the bilingual classes taught in 1982-83. With an average class register of 24, classes met five periods per week and carried credit leading to an academic diploma. Students were selected on the basis of counselor and teacher recommendations. Materials used were appropriate to the students' reading ability.

While bilingual courses are offered only in Spanish, the course in civics for new Americans incorporates native language studies for Korean students through class and homework assignments. The civics courses are grouped by nationality. The civics course observed by an evaluator consisted of ninth- and tenth-grade Korean students. The Korean paraprofessional works closely with the teacher, providing immediate assistance to Korean students during the class, and developing review material and assignments for them in Korean. The class uses an E.S.L.-oriented book,

TABLE 7

Instruction in English as a Second Language

Courses	Number of Classes		Average Class Reg.		Class Pds. Per Week	Description
	Fall	Spring	Fall	Spring		
E.S.L. 1	1	1	43	17	10	Beginning CREST objectives/emphasizing oral skills
E.S.L. 2	2	1	19	30	10	
E.S.L. 3	2	1	26	40	10	Intermediate CREST objectives/emphasizing reading and writing
E.S.L. 4	1	2	31	25	10	
E.S.L. 5	2	1	22	24	5	Advanced CREST objectives/emphasizing writing skills
E.S.L. 6	1	2	32	21	5	
English Transition	1	1	29	30	5	Mainstream English for ex-E.S.L./emphasizing writing skills

TABLE 8

Instruction in the Native Language

Courses	Number of Classes		Average Class Reg.		Description[a]
	Fall	Spring	Fall	Spring	
Basic N.L.A.	2	2	30	24	Fundamentals of writing, spelling, and grammar
Intermediate N.L.A.	2	2	33	28	Intermediate grammar and introduction to literature
Advanced N.L.A.	2	2	24	24	Advanced grammar and literature of Spain
N.L.A. 4 yr.	2	2	30	28	Advanced literature (Spain, Latin American, World Literature)
N.L.A. 5 yr.	1	1	38	18	

[a]All courses use Title I Curriculum and in-house courses of study.

TABLE 9

Bilingual Instruction in Content Areas

Courses	Number of Classes		Language of Instruction	Percent of Materials in Native Language	Do Materials Correspond to Mainstream Curriculum ?
	Fall	Spring			
World History	2	2	100% Spanish	100	Yes
American History	1	1	75% Spanish	100	Yes
Geography	1	0	100% Spanish	100	Yes
Economics	0	1	75% Spanish	100	Yes
Civics for New Americans	2	2	100% English	10	No*
Bilingual Civics	2	1	100% Spanish	100	No*
Math Fundamentals	2	2	100% Spanish	100	Yes
Pre-Algebra	1	1	75% Spanish	50	Yes
Alegbra	1	0	75% Spanish	50	Yes
General Science	2	2	85% Spanish	75	Yes
Bilingual Biology	2	2	85% Spanish	75	Yes
E.S.L. Biology	0	1	100% English	10	Yes
Language Arts Art	1	1	100% English	0	No
Language Arts Music	1	1	100% English	0	No
Language Arts Typing	3	3	100% English	0	No

*No equivalent exists in mainstream classes; special orientation course for bilingual students.

although many of the units in it are made available in translation for the students in Spanish and Korean. Two E.S.L. classes, two math labs, a science class, a music class, and a calligraphy class were also observed by an evaluator. Most of the classrooms were large and well-lighted. In each, the bulletin boards were artfully prepared to teach all students a little about the countries represented by the student population. The students in each class were well behaved, and there appeared to be a genuine warmth among the students, teachers, and program staff. The enthusiasm of the program staff and the support from the teachers and school administrators at Flushing appears to be exceptional. The success of the program may be largely due to this special rapport.

BILINGUAL STUDENTS IN MAINSTREAM COURSES

Since their numbers are too small for it to be feasible to organize bilingual subject-area classes for them, Korean students take most of their academic subjects in the mainstream. In a course in which they are heavily enrolled, like calligraphy, special attention can be paid to English-language skills. More than fifty percent of the Korean students tested for inclusion in the program take advanced placement tests in mathematics and science, and, for the most part, are placed in such courses. Many of these students take a transitional English course offered by the department prior to taking other mainstream English classes. An evaluator observed one such class, which was made up of both Korean and Hispanic students. Table 10 lists mainstream courses in which Korean and Hispanic students were enrolled during the 1982-83 year. As may be seen, bilingual students participate in a broad range of mainstream classes.

TABLE 10

Student Enrollment in Mainstream Courses

Course Title	Fall		Spring	
	Spanish Students	Korean Students	Spanish Students	Korean Students
Fundamental/ General Mathematics	4	1	4	3
Pre-Algebra	3	0	2	1
Algebra	23	16	26	10
Geometry	4	9	4	9
11th Year Math	9	11	12	13
12th Year Math	1	4	4	7
R.C.T. Preparation	0	0	4	0
Computer Math/ Programming	1	1	14	1
Business Math	10	0	7	0
Other H.S. Math	3	0	4	0
Advanced Placement Math	0	1	0	1
General Science	9	3	7	1
Biology	4	8	5	24
Chemistry	6	4	7	4
Geology/Earth Science	6	13	5	6
Hygiene/Health Ed.	7	0	8	0
Physics	0	4	0	3
Other H.S. Science	17	4	21	3
World Geography	1	0	1	0
World/Global History	16	8	8	9
American History	18	13	11	6
Economics	0	3	12	9
Civics	2	18	4	23
Other H.S. Soc. Studies	2	0	5	1
Typing	30	11	50	21
Office Machines	1	0	1	0
Auto Mechanics	3	1	10	2
Metal Shop	4	1	2	0
Drafting/Drawing	1	1	2	1
Music	22	15	24	20
Art	35	19	10	12
Clerical Record Keeping	2	0	0	0
Other Business Electives	0	0	1	1
Other Vocational Electives	2	2	10	10

V. NON-INSTRUCTIONAL COMPONENT

CURRICULUM AND MATERIALS DEVELOPMENT

The program staff strengthened the courses that had been specifically developed and adapted during the first year of the program by translating and adapting existing materials and texts. These included: Civics for New Americans in English and Spanish; Native Language Arts in Spanish; workbooks to accompany texts for Native Language Arts; Calligraphy (Language Arts - E.S.L. approach); typing (Language Arts); Transitional English; curriculum for E.S.L. 1 and E.S.L. 2; course outline for E.S.L. 3-6; math lab; and Korean translation of civics and biology terms.

The resource room is exceptionally well-equipped with books, filmstrips, cassettes, maps, and various audiovisual and instructional materials to supplement classroom activities (see Appendix B).

The program has added significantly to the school library by purchasing reference materials -- cookbooks, the classics, as well as general reading, in Spanish and Korean.

STAFF CHARACTERISTICS

Appendix C indicates the characteristics of professional and paraprofessional staff. Many have extensive teaching experience in and outside bilingual education. Unfortunately, it has been necessary for some of the bilingual content-area teachers to teach subjects outside their area of license. Special workshops were held in an attempt to share ideas and content-area knowledge among teachers to make this task less formidable.

STAFF DEVELOPMENT

As a result of past staff development activities, teacher attendance and enthusiasm continued to increase. The peer group workshops with different teachers taking responsibility for introducing a particular topic were considered by the staff to be so effective in meeting staff needs in 1981-82 that in 1982-83, they were replaced by more general meetings. Appendix D lists the staff training activities that were conducted during the year.

SUPPORTIVE SERVICES

The guidance counselor provides individual and group counseling. She handles discipline problems referred to her by the coordinator, as well as doing both crisis and preventative counseling. While she works primarily with the students, she meets with their parents when necessary. She makes referrals to such community resources as the Flushing Mental Health Clinic and Elmor Youth and Adult Activities, Inc.

In addition to personal counseling, she brings in outside speakers from colleges to talk to students about career and educational possibilities. Having received training from staff at neighboring colleges, the staff assists the guidance counselor in advising students on such aspects of college applications as forms, requirements, and financial aid. Additionally, the coordinator introduced a greater degree of career information and orientation into the program so that students who are not college-bound can be better served.

Only two program students have been identified as in need of special education services. While in the past such students have had to travel to Eastern District High School in Brooklyn or Brandeis High School

in Manhattan for these services, beginning in the fall of 1982 they were referred to William Bryant High School in Queens for full special education programs. Program students requiring partial special attention were served in the resource room at Flushing by specially trained teachers. Two such students were served during the 1982-83 year.

PARENTAL AND COMMUNITY INVOLVEMENT

Ongoing contact with parents is maintained through telephone calls, letters, and the monthly program newsletter. In addition, a Parent Advisory Committee with 12 to 20 mostly Hispanic members (of whom seven formed the core group) met every other month to consider such practical matters as planning for next year's bilingual program and submitting new proposals. The program distributed information to parents about the adult education courses at Flushing High School, the E.S.L. program at the Korean Center, and the English-language classes at Queens College. Parents attended open school week meetings and frequently visited classroom programs on an individual basis.

AFFECTIVE DOMAIN

Student attitudes toward the program appear to be extremely positive. Attendance is about 95 percent and program students have received several awards, including the Queens College President Award and the Art Award given by the U.F.T. Students are active in school-wide clubs and athletics, although 30 to 40 percent work after school. It was reported that of the twelfth-grade students who had made post-high school plans, 27 hoped to attend college; two students desired additional vocational or career training; one intended to find employment;

and one student planned to join the armed forces. No students were suspended during the 1982-83 year and discipline in general has not been a problem among program students. In addition to the academic performance of program students, all of these facts are indicators of the students' close identification with the program.

VI. FINDINGS

The following section presents the assessment instruments and procedures used in evaluating the attainment of program objectives. These objectives (see Appendix A) were found to be vaguely or inappropriately worded, making assessment difficult. Thus, reported student achievement often differs from the outcomes proposed.

ENGLISH READING AND COMPREHENSION

The Criterion Referenced English Syntax Test (CREST) was one of the instruments used to measure achievement in this area. The CREST was developed by the New York City Public Schools to assess mastery of instructional objectives of E.S.L. curricula at the high school level. There are four items for each objective and mastery of an objective is achieved when three of the items are answered correctly. The test has three levels: beginning (I), intermediate (II), and advanced (III). The maximum score on Levels I and II is 25 and 15 on Level III.

A gain score was calculated by subtracting the pre-test mean score from the post-test mean and an index of objectives achieved per month was then computed. As the test's levels have not been vertically equated students must be pre- and post-tested on the same level. This results in a ceiling effect for those students who achieve high scores on the pre-test. In those cases where pre- and post-testings are on different levels no gain scores or objectives per month index may be computed. Information on CREST objectives and psychometric properties

appears in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test.*

Program objectives were indefinite in regard to student achievement on the CREST. The test was administered at the beginning and end of each term. Table 11 presents the test results by semester. Data were missing or incomplete for 70 students in the fall term and 63 students in the spring term. Examination of Table 11 reveals that in the fall, program students mastered an average of 1.99 CREST objectives per month on Levels I and II. The rate of mastery for Level III students was 0.62. In the spring, students on Levels I and II mastered an average of 1.17 objectives per month while Level III students mastered 0.41 objectives per month. High pre-test scores on Level III in both semesters left little or no room to score higher on the post-test. Because of the vague wording of program objectives in this area it is not possible to state whether proposed objectives were met.

The other instrument used to assess English reading and comprehension was the New York City Reading Test, actually two standardized tests which have been renormed for use with students from the New York City public schools. Grades 9 through 12 use the Comprehensive Test of Basic Skills (C.T.B.S.) and the California Achievement Test (CAT) as follows:

Grade	Test	Level
9	C.T.B.S.	3
10	CAT	18
11	C.T.B.S.	4
12	CAT	19

*Board of Education of the City of New York, Division of High Schools, 1978.

Information on psychometric properties may be obtained from the test publishers. New York City norms may be obtained from the New York City Public Schools, Office of Testing, 110 Livingston Street, Brooklyn, New York 11201.

Table 12 presents the results for the New York City Reading Test. Results differed greatly for the eleventh and twelfth grades for which there were sufficient numbers of students to perform a statistical test. Results were not statistically significant for either grade but each showed a small effect size, albeit in opposite directions. The pattern of achievement and generally low normal curve equivalents (N.C.E.s) achieved by Flushing's LEP students suggest that the validity of a standardized test may be questionable for evaluation purposes: the test may not be measuring the areas in which these students are progressing.

TABLE 11

Results of the Criterion Referenced English Syntax Test

(All Program Students, Pre- and Post-Tested on Same Test Level)

Fall

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
I	42	8.29	14.40	6.12	2.85	2.14
II	42	13.79	19.05	5.26	2.90	1.84
III	37	11.00	12.81	1.81	2.92	0.62
TOTAL	121	11.02	15.53	4.50	2.89	1.57
			Spring			
I	30	10.90	14.57	3.67	3.70	0.94
II	56	13.57	18.45	4.88	3.77	1.29
III	42	11.12	12.71	1.60	3.75	0.41
TOTAL	128	12.14	15.66	3.52	3.74	0.92

*Post-test minus pre-test.

TABLE 12

English Reading Achievement

Significance of Mean Normal Curve Equivalents Between Initial and Final Test Scores of Students with Full Instructional Treatment on the New York City Reading City (P.S.E.N.), by Grade

Grade	N	Pre-Test Mean	Pre-Test Standard Deviation	Post-Test Mean	Post-Test Standard Deviation	Mean Difference	Corr. Pre/post	T-test	Level of Significance	Educational Significance
9	*									
10	*									
11	31	36.06	9.63	34.26	12.04	-1.81	.85	-1.57	.126	-.28
12	28	31.39	8.62	34.21	10.27	2.82	.55	1.64	.113	.31

*Insufficient number of students to perform statistical test.

STUDENT ACHIEVEMENT IN MATHEMATICS, SCIENCE, SOCIAL STUDIES, AND OTHER CONTENT AREAS

The New York City Mathematics Test was administered to measure achievement in mathematics. A statistical test could be performed for eleventh and twelfth graders only (see Table 13). In neither case were the results of statistical significance and effect sizes were small but positive. Once again, a vaguely worded objective precludes assessment. The N.C.E. scores obtained by program students were close to or within the range of chance, suggesting that this test is too difficult for the students who were reported. The test apparently does not tap the domains in which these students were learning.

Stated program objectives also called for administration of standardized tests to assess student achievement in content-area courses. As standardized test scores were not provided, passing rates were computed for students enrolled in content-area courses. Tables 14 and 15 present enrollment and passing rates by semester.

The overall passing rates of students enrolled in mathematics classes (including general math, remedial math, pre-algebra, algebra, geometry, eleventh- and twelfth-grade math, computer and business math) were 81 percent in the fall and 67 percent in the spring. For science classes (including general science, biology, chemistry, geology, hygiene, and "other") passing rates were 86 percent in fall and 76 percent in spring. In social studies courses (including civics, economics, world geography, and world and American history) the rates were 88 percent and 78 percent

for fall and spring, respectively. In business/vocational courses (including music, art, metal shop, auto mechanics, record keeping, office machines, and typing) passing rates were 92 percent in the fall and 87 percent in the spring. Passing rates were generally lower in the spring than in the fall. As the objective in this area was vaguely worded, it could not be directly assessed.

TABLE 13

Mathematics Achievement

Significance of Mean Normal Curve Equivalents Between Initial and Final Test Scores of Students with Full Instructional Treatment on the New York City Mathematics Test (P.S.E.N.), by Grade

Grade	N	Pre-Test Mean	Pre-Test Standard Deviation	Post-Test Mean	Post-Test Standard Deviation	Mean Difference	Corr. Pre/post	T-test	Level of Significance	Educational Significance
9	*									
10	*									
11	19	20.95	9.49	22.58	9.83	1.63	.89	1.56	.135	.36
12	10	24.70	10.41	25.50	11.30	0.80	.89	0.49	.64	.15

*Insufficient number of students to perform t-test.

TABLE 14

Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Subjects (Fall)

All Students

Content-Area	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
Mathematics	65	67.7	46	89.1	44	86.4	19	89.5	174	80.5
Science	62	79.0	40	87.5	33	90.9	21	95.2	156	85.9
Social Studies	53	75.5	46	93.5	46	89.1	25	100.0	170	87.6
Business/Vocational	26	80.8	27	96.3	49	89.8	38	100.0	140	92.1
Hispanic Students										
Mathematics	63	66.7	30	86.7	34	82.4	11	81.8	138	76.1
Science	60	78.3	27	85.2	25	88.0	15	100.0	127	84.3
Social Studies	51	74.5	27	88.9	36	86.1	16	100.0	130	83.8
Business/Vocational	24	79.2	7	100.0	36	86.1	27	100.0	94	94.7
Korean Students										
Mathematics	2	100.0	16	93.8	10	100.0	8	100.0	36	97.2
Science	2	100.0	13	92.3	8	100.0	6	83.3	29	93.1
Social Studies	2	100.0	19	100.0	10	100.0	9	100.0	40	100.0
Business/Vocational	2	100.0	20	95.0	13	100.0	11	100.0	46	97.8

TABLE 15

Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Subjects (Spring)

All Students

Content-Area	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
Mathematics	65	58.5	58	62.1	39	79.5	20	80.0	182	66.5
Science	53	67.9	59	71.4	32	84.4	19	94.7	163	75.5
Social Studies	66	71.2	61	70.5	52	92.3	19	84.2	198	77.8
Business/Vocational	20	70.0	50	72.0	52	98.1	44	97.7	166	86.7
Hispanic Students										
Mathematics	62	58.1	35	71.4	31	74.2	14	78.6	142	66.9
Science	50	68.0	35	82.9	26	80.8	15	100.0	126	78.6
Social Studies	63	71.4	37	75.7	43	90.7	14	100.0	157	80.3
Business/Vocational	18	77.8	18	77.8	38	97.4	29	100.0	103	91.3
Korean Students										
Mathematics	3	66.7	23	47.8	8	100.0	6	83.3	40	65.0
Science	3	66.7	24	54.2	6	100.0	4	75.0	37	64.9
Social Studies	3	66.7	24	62.5	9	100.0	5	40.0	41	68.3
Business/Vocational	2	0.0	32	68.8	14	100.0	14	93.3	63	79.4

NATIVE LANGUAGE ACHIEVEMENT

Table 16 presents passing rates for students enrolled in Spanish language classes by grade and semester. The overall passing rates were 82 percent and 90 percent in the fall and spring terms, respectively. The strongest performance was made by twelfth-grade students who achieved 100 percent passing rates each semester. No data were provided for Korean students, as no language classes could be provided for them. The program objective in this area could not be assessed as it specified that pre/post tests be administered in this area.

STUDENT ATTITUDES

Program objectives also called for measurement of improvement in student attitude toward cultural enrichment activities and attitude toward school activities. Achievement in the first area could not assessed since no data were reported. In addition, limited funding precluded the analysis of data obtained from a questionnaire (OUESTA) used to assess attitudes toward school activities.

TABLE 16

Number of Hispanic Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Native Language Studies

Course	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	N	% Passing	N	% Passing	N	% Passing	N	% Passing	N	% Passing
Fall	63	87	28	93	39	95	17	100	147	92
Spring	65	89	35	86	44	90	11	100	155	90

ATTENDANCE

The program did not provide data to assess the objective in the area of attendance as proposed. As a consequence, it was decided to assess program attendance versus general school attendance. Attendance data for program students are presented in Table 17. The z-test was used to examine the difference in attendance rates of program students and the general school population. A result (z-value) sufficiently large to attain statistical significance indicates that the program attendance rate is not based on a representative sample of the school population, i.e., that the two attendance rates are significantly different. As the results presented in Table 18 indicate, the attendance rate of program students was higher than that of the school to a statistically significant degree.

TABLE 17

Attendance Percentages of Program Students

Grade	Number of Students	Mean Percentage	Standard Deviation
9	72	91.75	13.50
10	65	90.88	14.33
11	60	92.03	14.23
12	31	95.42	4.91
TOTAL	228	92.07	13.14

TABLE 18

Significance of the Difference Between the Attendance Percentage of Program Students and the Attendance Percentage of the School

Number of Students	School Register	Program Attendance	School Attendance Rate	Q[a]	z[a]	Significance
228	2,109	92.07	84.21	15.79	3.26	.0001

[a]The z-test formula is:

$$z = \frac{p - P}{\sqrt{\frac{PQ}{n}}}$$

where p=program attendance; P=school attendance rate; Q=(1-P)=the residual of P and n=the number of program students.

VII. CONCLUSIONS AND RECOMMENDATIONS

Flushing High School serves an attendance area that has become increasingly diverse over the past several years. Although previously predominantly Hispanic, it has become the second largest Asian American community in New York City, with Koreans comprising the largest single group accounting for this influx. The Hispanic population has also experienced a significant shift since 1970, with the Hispanic population doubling. It is the fastest growing Latin American community in New York City and contains one of the two largest communities of immigrants from the Dominican Republic.

The rising number of LEP students, and their heterogeneity, posed an increasing challenge to the staff at Flushing High School. Prior to the inception of the bilingual program in 1980, bilingual tax-levy classes were offered for Hispanics, and E.S.L. was offered for all LEP students. Hispanic students could enroll in regular Spanish classes, but no native-language courses directly addressed their needs. Nor were courses offered to bridge the gap between E.S.L. and English. Perceiving a need for more extensive and coordinated services for LEP students, the assistant principal for social studies and the school's "renewal coordinator" (a social studies teacher whose responsibilities included proposal development under privately funded "Project Renewal"), wrote a proposal to serve these students under Title VII.

In its first year of funding, the Flushing Trilingual Program was successful in developing a substantial base. Courses were conceptualized and developed, material was located, resource center and library

acquisitions were made available, a needs assessment was conducted for staff members, and staff development sessions were held. Trips, counseling, tutoring, and career activities were offered to participating students. This extensive implementation in a short period was facilitated by the support and collaboration of the school principal and other administrative and pedagogical staff members. The use of high interest electives with a language arts approach, as well as the creative use of the Korean paraprofessional in the cultural values/civics for new Americans courses, proved to be particularly effective.

During its second year, staff development training sessions were successfully implemented both in relation to content and participation. The bilingual program introduced new courses which strengthened the previous year's instructional program, and developed and acquired additional curricula and library and resource materials. Two courses were so well received that they were expanded to include not only program participants but also the general stuient population. The civics for new Americans course and Oriental calligraphy served as a means of bridging cultural gaps and engendering greater cross-cultural understanding.

During its third year, the bilingual program continued to provide the target population with quality instruction. The diversity of electives offered combined with the development of additional curricula and acquisition of library and resource materials further enhanced the project's effectiveness.

The Title VII Trilingual Program at Flushing High School has been effectively and efficiently implemented. In brief, the program staff, encouraged by the school principal and supported by other administrative/pedagogical staff, worked effectively towards creating a warm, supportive, learning environment in which students could make important adjustments to a new setting and expectations. New project-developed curricula and corresponding materials will be preserved for use in the school even after this third year of the project. As the final year of funding comes to an end, it is strongly urged that the school continue to make every effort to continue serving these students. It is also recommended that evaluation objectives be developed to reflect instruction and testing as these are implemented in future bilingual classes at Flushing.

VIII. APPENDICES

4 - Performance Objectives

As a result of participation in the project from September 1, 1979 to June 30, 1980, we expect the following short-term objectives to be achieved:

Short Term Objectives

a) By the end of the project period, 70 per cent of the pupils participating in the program will show at least a 25 per cent improvement in reading comprehension as measured by scores on the PSEN Reading Test (Pupils with Special Education Needs).

b) By the end of the project period, 70 per cent of the pupils participating in the program will show at least a 25 per cent improvement in Mathematical ability as measured by scores on the PSEN Math Test.

c) By the end of the project period, 70 per cent of the pupils participating in the program will show at least a 50 per cent improvement in content area ability (Science, Social Studies, etc.) as measured by pre and post test scores on standardized tests to be selected by the Project Director. (Tests administered at the beginning (pre) and end (post) of the school year.)

d) By the end of the project period, 40% of the pupils participating in the program will show growth in English language ability by scoring in the 21st percentile or above on the English Language Assessment Battery or CREST examination.

e) By the end of the project period, 50% of the pupils participating in the program will show a 25% improvement in native language arts as measured by pre and post test scores on a teacher designed test.

f) By the end of the project period, 70% of the pupils participating in the program will show evidence of improved attitudes toward cultural enrichment experiences as measured by responses to a locally developed questionnaire.

g) By the end of the project period, parents of children in the program will demonstrate greater involvement in the activities of the program as measured by a 100% increase in the membership of the Advisory Council.

h) By the end of the project period, children and parents in the program will have received improved outreach services as measured by 1) the number of visits made by home contact personnel and 2) by the number of bilingual informationals sent to participants.

i) By the end of the project period 60% of the pupils participating in the the program will show a statistically significant improvement in the ability to cope with everyday situations in urban society as measured by a 10 point increase in percentile rank on the Basic Skills Assessment Program, 1977 (developed by Educational Testing Service, Princeton, N.J.)

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j) By the end of the project period, 60% of the pupils participating in the program will show evidence of an improved attitude toward school as measured by pre and post test responses on the QUESTA questionnaires (developed by ETS and Secondary School Research Programs).

k) By the end of the project period, 70% of the pupils participating in the program will show evidence of a more positive self concept as measured by pre and post test responses on an attitude survey to be selected by the Project Director.

l) By the end of the project period, 30% of the pupils participating in the program will show evidence of increased socialization with other Flushing High School students as measured by 1) student organization membership and 2) participation in extra-curricular events.

m) By the end of the project period, students participating in the program will have demonstrated an improved ability to adjust to the rules and regulations of Flushing High School as measured by the number of Dean's referrals for disciplinary infractions during a base period selected by the Project Director, comparing it with the number of referrals for the same group during a similar period in the previous year.

n) By the end of the project period, students in the program will have demonstrated an improved ability to meet attendance requirements at Flushing High School as measured by a 40% decrease in the number of "41" code marks received on their report cards ("41" code marks are given to students who have been excessively absent from class).

o) By the end of the project period, teachers participating in the program will have improved their ability to teach LEP students as measured by student performance (pre and post test) on content area exams prepared jointly by the Project Director and the appropriate content area supervisor.

As a result of participation in the project and successful completion of the program requirements, we expect the following long term objectives to be achieved. It is understood that evaluation of how effectively these objectives will be achieved is predicated on proper guidance and follow-up services.

Long-Range Objectives

a) At least 90% of the students participating in the project will receive a high school diploma as compared with a 1979 city-wide average of 86.8%.

b) At least 85% of the students participating in the program will apply for higher education as compared to a city-wide total of 80% in 1979.

c) At least 90% of the students participating in the program will pass the Basic Competency Tests mandated as a New York City High School graduation requirement.

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d) At least 60% of the students taking the English and Social Studies City-Wide Exams in their senior year will achieve at least a mark of 65.

e) At least 50% of the students participating in the program who do not apply for higher education will become engaged in vocational training or career planning programs.

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APPENDIX B

Audiovisual and Instructional Materials

Native Language Arts

1. A Dramatization of Don Quijote de la Mancha by Miguel De Cervantes Saavedra
   4 filmstrips and 2 cassettes Chapts. 1-4 PartI
   4 filmstrips and 2 cassettes Chapts. 5-8 Part I
   " " " " 9-12 " "
   " " " " " 13-16 "

2- A dramatization of sight + sound de La Mancha by Miguel De Cervantes Saavedra
   1) 4 filmstrips + 2 cassettes Chapts 17-20 Part 2
   2) 4 filmstrips and 2 cassettes Chpter 21-24 Part 2
   3) 4 filmstrips + 2 cassettes Chapter 25-28 Part 2
   4) 4 filmstrips + 2 cassettes Chaptor 29-32 Part 2

3- 2 Filmstrips Manuals
   1 Filmstrip and cassette (Feliz Navidad)

4- Carnaval en Mexico- captioned fimstrips with sound includes 2 fimstrips manuals.

5- España Monumental (Parts 1-4) 4 fimstrips + 2 cassettes

6- Music Language Arts- Folks Songs in America's Developing Years (1700-1864)
   Filmstrips and Cassettes
   1) Songs of Hope
   2) " " Work
   3) " " Politics
   4) " " Protest
   5) " " War
   6) " " Love

7-Music Language Arts

Folks Songs in Americas History. Since 1865. 6 cassetes 6 filmstrips includes a filmstrip Guide (6 sound filmstrips)

   1) Songs of Labor
   2) " " Happiness
   3) " " Protest
   4) " " Sorrow
   5) " " Heroism
   6) " " Injustice

8- Somos Latinoamericanso in Spanish only.
   1 filmstrip cassette

9- Latin American Folklore in Spanish & English
   1 filmstrip + 2 cassettes

10- Fiestas de España-Fallas de Valencia-Descenso Del Della
    1 cassette + filmstrip in Spanish only

11- Fiestas de España-Fiestas de Cadiz- 1 cassette and 1 filmstrip in Spanish only

12- Doña Barbara by Rómulo Gallegos-1 cassette and filmstrip in Spanish

13- El Lazarillo de Tormes by Anonymous- 1 cassette + filmstrip in Spanish.

14- Rimas by Gustavo Adolfo Becquer- 1 filmstrip + Cassette in Spanish

15- El Libro de Buen Amor by Arciprestr de Hita- 1 filmstrip + cassette in Spanish.

16- Pepita Jiménez by Juan Valera 1 fil-strip + cassette in Spanish.

17- Fiestas de España- cassette + filmstrip in Spanish Feria de Sevilla

18- Fiestas de España- Cassette and filmstrip in Spanish -Sanfermines en Pamplona

19- Rompecabezas para estudiantes- (ditto masters)

20- Pasatiempos para ampliar el vocabulario (ditto masters)

21- Crucigramas para estudiantes "

22- The Sports Page-based on selections from major newspapers from the Spanish speaking worl

23- Rompecabezas para estudiantes (ditto masters)

SCIENCE Audiovisual and Instructional Materials March 1982

1- Understanding Your Body II (only Filmstrips)
   1) The Endocrine System
   2) The Digestive System
   3) The Circulatory System
   4) The Respiratory System

2- Science cassettes and filmstrips in Spanish
   1) Life at the Bottom of the Sea
   2) Energy and Life
   3) Life in a Forest
   4) down River

3- Higiene y Enfermedades -12 transparencias en colores
   1) 4 clises nectográficos

4- Disease and Health-12 full transparencies- 4 duplicating pages

5- Higiene y Alimentación-12 transparencias en colores y 4 clises nectográficos

6- Systems of the Human Body- 12 full color transparencies-4 duplicating pages.

7- Foods and Your Health

8- El Cuerpo Humano- 12 transparencias en colores- 4 clises nectográficos

9- El Sistema Solar- " " " " " " "

10- Outer Space " " " " " " "

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Social Studies

1- La Gente y las Varias Ocupaciones (Set of four cassettes and filmstrips)
   1) Pensando en la Mañana
   2) Toda clase
   3) Una Visita al hospital
   4) Trabajando con la familia Walton

2- El Mundo del trabajo (Set of four cassettes and filmstrips)
   1) La gente nace en la escuela
   2) Trabajo conjunto en una fábrica de juguetes
   3) Trabajando en una línea aérea
   4) ¡Cuidado mundo que aquí vengo!

3- Folk Songs in America's History-6 cassette, 6 filmstrips
   1) Songs of Hope
   2) " " Work
   3) " " Politics
   4) " " Protest - with filmstrip manual
   5) " " War
   6) " " Love

4- Minorities U. S. A. includes filmstrips, cassette and a teacher's handbook.
   1) The American Dilemma
   2) Who Am I?
   3) A piece of the Pie
   4) La Causa
   5) Executive Order
   6) Two Different Worlds
   7) To Breathe Free
   8) Bringing About Change

5- Folk Songs in America's History. Since 1865, 6 cassettes, 6 filmstrips, includes a film-strip guide- 6 sound filmstrip
   1) Songs of Labor
   2) " " Happiness
   3) " " Protest
   4) " " Sorrow
   5) " " Heroism
   6) " " Injustice

6- Urban Values in Conflict- A Teacher's Guide-includes 8 sound filmstrips and casse
   1) The Megalopolis or Monster
   2) The Pollution Dilemma
   3) The Housing Dilemma
   5) The Crime "
   6) The Money "
   7) The Poverty "
   8) The Planning "

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7- History Series-Teachers' Guide-Lesson Plan-A complete set of seven full-color filmstrips with bilingual (Eng. and Span.) narration.
   1) El Hombre Prehistórico Vivía....
      (The Way Prehistoric Man Lived)
   2) Egipcios, Fenicios y Babilonios (Egyptians, Phoenicians and Babylonians)
   3) Fábulas y Mitos Griegos/Greek Fables and Myths
   4) Fundación de Roma Angigua/ The Founding of Ancient Rome
   5) Una Visita a Roma Antigua/ A Visit to Ancient Rome
   6) Un pueblo de la Edad Media-A Town in the Middle Ages.
   7) Expansion del Imperio Romano- Expansion of the Roman Empire.

8- U. S. Government in Action-6 Spanish and English-Filmstrips and cassettes
   1) The House of Representatives
   2) The Regulatory Agencies
   3) The Cabinet
   4) The Presidency
   5) The Supreme Court
   6) The Senate

9- State and Local government in action-6 Spanish and English Filmstrips and Cassette
   1) The Citizen
   2) The City
   3) The Country
   4) Towns and Villages
   5) The State-Part I
   6) The State-Part II

10- The American Bicentennial-The First American Revolution English & Spanish (1750-1
   4 filmstrips and cassettes
   1) Background
   2) Revolutionary War Events
   3) Results Constitution
   4) Causes of the 1776 Revolt

11- The American Bicentennnial Twentieth Century America English & Spanish filmstrips and cassettes
   1) World War II
   2) The Great Depression
   3) The Future in Science and Space
   4) Emergence of the U. S. in World Community

12- The American Bicentennial- The Transformation of American Society. 4 filmstrips cassettes-cassettes in Spanish and English
   1) The Transformation of American Society-Communications for People and Industry
   2) Changing Life Styles-2 Cassettes in English and Spanish
   1) The Transformation of American Society-Rise of the Cities
   2) The Transformation of American Society-Civil Rights

13- The American Bicentennia Industrial America-The Third American Revolution
   4 filmstrips and cassettes in English and Spanish
   1) The American Industrial Revolution
   2) Labor Unions and An Industrialized Society
   3) Modern Technology and its Impact on the World

13- [illegible] America

14- The American Bicentennial The Divided [illegible] and American Revolution.
4 filmstrips and cassettes in English and Spanish
1) Historical Background
2) Events of the Civil War
3) Legacy and Aftermath
4) Civil War Personalities

15- The American Bicentennial Discovery and Exploration
1) Henry Hudson and New Amsterdam
2) The French in New France
3) John Cabot and the English
4) Columbus and the Spanish Explorers

16- Somos Latinoamericanos in Spanish only- 1 filmstrip cassette

17- Latin American Folklore in Spanish & English 1 filmstrip and 2 cassettes

18- The American Bicentennial Expansion and Growth-19th Century America.
4 filmstrips and cassettes in English and Spanish
1) Conquest of New Spain
2) The Lousiana Territory
3) West to the Mississippi
4) Manifest Destiny to the Pacific

19- The American Bicentennial-Becoming a Modern Nation

20- The American Bicentennial-Becoming a Modern Nation-includes 2 filmstrips manuals
4 filmstrips & 4 cassettes both in Spanish and English
1) Spanish American War-Part I
2) Spanish American War-Part II
3) World War- Part I
4) World War- Part II

21- U. S. Government in Action -A Work Activity Book (15 Books)

22- Maps-Cuadernos DE Estudios Sociales

23- Mapas del Mundo-20 Transparencias en colores

24- Amendements to the Constitution-Duplicating Masters. Teachers' Guide.

25- The Three Branches of Government-Duplicating Masters Teachers' Guide.

26- Nuevos Mapas Record - 2 de América- 2 de América Central- 2 de América del Norte- 2 de Estados Unidos de América

27- U. S. in Government- Work Activity Books

28- El Gobierno Federal en Acción-Manual de tareas y actividades.

29- Mapas de Europa-20 transparencia en colores

30- Map Reading of the U.S. Part I Grades 4-5-6-12 full transparencies-28 duplicati pages

31- Map reading of the U.S. Part Two-(same as above)

32- The Constitution Part I-Grades 6-7-8-12 transparencias en colores-

33- Ejercicios prácticos de Geografía e Historia (mapas y planisferios).

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GUIDANCE/SOCIAL STUDIES

Career Opportunities (set 3 filmstrips - cassettes in Eng. & Span)
1. The Musician (filmstrip & cassette in English & in Spanish)
2. The Journalist " " " "
3. The Architect (" " " "

Emerging Vocations for Bilinguals (set 5 filmstrips, cassettes in Eng. & Span)
1. Preparing for Tomorrow's Jobs
2. Personal & Social Service Careers for Bilinguals
3. Business & Commerce Careers for Bilinguals
4. Introduction to Vocational Education
5. Why Vocational Education?

Achieving Goals (set 3 filmstrips, cassette in Eng. & Span.)
1. Amy McKenna - Elementary School Principal
2. Earl Wilcox - Representative State Assembly
3. Judy Baca - Recreation Director

The College Experience (set 3 filmstrips, cassettes, Eng. & Span.)
1. The Chicano Perspective
2. How to Choose, How to Apply to College
3. Why College?

RESEARCH, STUDY, LIBRARY SKILLS

Exploring the Unexplained (set of 5 filmstrips, cassettes in Eng. & Span.)
1. The Mystery of the Treacherous Triangle
2. The Thousand Year Old Airplane
3. The Tripical Mystery Creature
4. The Riddle of Capistrano
5. Bigfoot

(series includes basic research skills, activities on card catalogue, readers' guide to Periodical Literature, etc.)

SCIENCE

Energy for Tomorrow (set of 3 filmstrips , cassettes in Span & Eng)
1. Nuclear Energy
2. Solar Energy
3. Energy Alternatives

Basic Physical Science (set of 4 filmstrips, cassettes in Span. / Eng.)
1. Sound
2. Electricity
3. Magnetism
4. Light

Health & Safety Posters - set of posters depicting basic hygiene concepts

NATIVE LANGUAGE ARTS- SPANISH (

Picture & sound system charts of the Spanish language (3 sets)

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Social Studies/ NLA
Hispanic History and Culture

I. Families of South America (Bil. Ed.) sound filmstrips and cassettes.

A. Ranch Family of Brazil.
B. City Family of Argentina.
C. Family of the Amazon.
D. Indian Family of the Andes.
E. Poor Family of Lima.
F. Wealthy Family of Caracas.

II. Great Men of Art (Sound filmstrips and cassettes) Bil. Ed.

A. Goya
B. Velasquez
C. El Greco
D. Pablo Picasso
E. Diego Velasquez
F. The Past Holds Back the Future.
G. Madrid: The Melting Pot ofSpain.

III. The Andean Lands (sound Filmstrips and cassettes) Bil. Ed.

A. Life in the Highlands.
B. Life in the Lowlands.
C. Venezuela: Sowing the soil.
D. A Highland Indian Village.
E. Coffee Farmer of Colombia.

IV. Introduction to Latin America (sound filmstrips and cassettes) Bil. Ed.

A. Latin America: Its Land
B. Latin America: Its History
C. Latin America: Its People
D. Latin America: Its Agriculture
E. Latin America: Its Industry

V. Central America and the Caribbean (sound filmstrips and cassettes) Bil. Ed.

A. City Family of Costa Rica.
B. Indin Family of Guatemala.
C. Islands of the Caribbean
D. Puerto Rico Today
E. Cuba Today

VI. The American Immigrant (sound filmstrips and cassettes) Eng. only.

A. English Immigrant: Building a Society.
B. Polish Immigrant: Adapting to a Society.
C. Asian Immigrant : Overcoming Prejudice

VII. Mexico (Spanish only) sound filmstrips and cassettes.

A. La Tierra
B. La Gente
C. La Historia
D. La Industria
E. La Agricultura
F. La Ciudad de Mexico.

VIII. Familias de Mexico (sound filmstrips and cassettes.) Spanish only.

A. La Vida en una Finca de Yucatan
B. La Vida en un Pueblo del Sur de Mexico.
C. Navidad compartida con la familia Jonzales.
D. Un fin de semana especial en la ciudad de Mexico.

XI Ancient Civilization of the Incas (sound filmstrips and cassettes) Eng.

A. The Incas
B. The Mayas
C. The Aztecs

X. Spanish Explorers of The New World (filmstrips) English only

A. Balboa
B. Cortes
C. Pizarro
D. Ponce De Leon
E. De Soto
F. Coronado

XI. National Gallery (filmstrips English only) Art of Spain of Art

XII. Settling the New World Spanish Colonization (filmstrips only English)

ESL / A.V.

Tapes for Intercom Series
Tapes 3-6 (available)
Tapes 1&2 (on order)

RECORDS - SPANISH CULTURE - MUSIC

1. Las Mañanitas
2. Mariachi Mexico
3. Mexico del Recuerdo
4. Valses Mexicanas del Recuerdo
5. Rancheras del Recuerdo
6. El Mejor Album de Marco Antonio Muñiz
7. Mariachi México de Pepe Villa
8. Felicidades con Jose Feliciano
9. Children's Songs of Mexico
10. Jose Feliciano Canta Otra Vez
11. Los Churumbeles de España
12. Folk Songs of Latin America
13. Yucatecas del Recuerdo
14. Jose Feliciano/January 1971
15. Más Exitos de José Feliciano

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APPENDIX C

Staff Characteristics

Function(s)	% Time to Each Function	Date Appt. to Each Function	Education (degrees)	Certification	Licence(s)	Total Experience in Education	Experience: Bilingual	Experience: E.S.L.
Dept. Coord. N.L.A. - Spanish	20 20	9/76 9/74	B.A. Ed. M.A. Ed.	NYC NYS	Spanish D.H.S.	24 years	10 years	1 year
Bil. Mathematics	20	9/69	B.A. Spanish M.A. + 30 Span.	NYC NYS	Spanish H.S.	21 years H.S. Span. E.S.L.	8 years	6 years
Bil. Science N.L.A. - Spanish	40 40	9/82	B.A. Span. + 18 grad Span. Ed.	NYC NYS	Spanish D.H.S.	5 years	5 years	2 years
E.S.L.	100	9/70	B.A. Linguistics M.A. Linguistics	NYC NYS	E.S.L. H.S.	13 years		13 years
N.L.A. - Spanish	80	9/81	B.A. M.A. + 30 Span.	NYC NYS	Spanish H.S.	25 years	4 years	
N.L.S. - Spanish Bil. Science	20 40	2/81 2/83	B.A. Span. + Fr. M.A. Span. Ed.	NYC NYS	Spanish D.H.S. French D.H.S.	5 years	3 years	
E.S.L.	20	2/64	B.A. Spanish + 60 credits	NYC NYS	Spanish D.H.S.	26 years	7 years	4 years
E.S.L.	100	9/71	B.A. Journalism M.A. Linguistics	NYC	E.S.L. H.S.	17 years	3 years	17 years
Bil. Social Studies	80	9/78	B.A. French M.A. French	NYC NYS	Spanish D.H.S. French D.H.S. Bil. S.S. Span.	13 years	10 years	8 years
E.S.L. Bil. Mathematics	20 40	9/78	B.A. Span. M.A. Span.	NYC NYS	Spanish D.H.S. Bil. Math Spanish	13 years	7 years	6 years

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APPENDIX C

Function(s)	% Time to Each Function	Date Appt. to Each Function	Education (degrees)	Certification	Licence(s)	Total Experience in Education	Experience: Bilingual	Experience: E.S.L.
Social Studies E.S.L.	40 20	2/81	B.A. History M.A. History Ed.	NYC NYS	S.S. D.H.S.	8 years		3 years
E.S.L. Biology	20	2/83	B.S. M.S. Biology	NYC NYS	J.H.S. Gen. Sci. H.S. Bio. + Gen. Sci.	16 years	1 year	
English Trans.	20	2/83	B.A. Eng. Eng. - Ed. M.S. in Ed. - Reading	NYC NYS	English D.H.S. Reading K -12	14 years	1 year	
Resource Teacher	100	10/80	B.A. Pol. Sci. + 30 grad.credit	NYC NYS	S.S. D.H.S. T.P.D. Bil. S.S. Spanish	3 years	3 years	1 year
Guidance Counselor	100	10/80	B.A. Biology M.A. Counseling	NYC NYS	Bil. Science Guidance	5 years	5 years	1 term
Project Director	100	10/80	B.A. Span. M.A. Span.	NYC NYS	Spanish D.H.S. NYS Supervision District	16 years	16 years	2 years
Paraprofessional	100	10/80	B.A. Sci. Ed.			12 years	7 years	2 years
Paraprofessional	100	10/80	27 credits, Spanish			6 years	4 years	4 years
Paraprofessional	100	10/80	45 credits, A.A.S.			3 years	3 years	
Paraprofessional	100	11/81	66 credits, A.A.S.			2 years	2 years	
Paraprofessional	100	2/81	B.A. Education			4 years	2 years	
Paraprofessional	100	3/83	B.A. Music			1 year	1 year	

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APPENDIX D

Staff Development Activities in School

Strategy	Description(s), Goals, or Titles	Staff Attending	Speaker or Presenter	Frequency or Number of Sessions
Department Meetings	Articulation - program planning, implementation and evaluation	Principal, Project Director, A.P.s, Resource Teacher, Guidance Counselor	J. Costaros, Principal	semi-monthly
	Dept. Meetings - supervision of academics	All Staff	S. Kallich (Coordinator)	monthly
	Staff Meetings - academic, administrative supervision	All Staff	J. Costaros, Principal and speakers	monthly
Workshops	Professional Conferences - imp. of instruction	All Staff	guest speakers	semi-annually
Other Demonstration lessons	Supervised Professional assignment	7 Teachers	J. Costaros, Principal S. Kallich, Coordinator	one period per day for a term
Lectures, etc.	Classroom observations	All Staff	J. Costaros, Principal J. Thompson, Project Director	once a term for all staff

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APPENDIX D

Staff Development Activities Outside School

Strategy	Description(s), Goals, or Titles	Sponsor/Location	Speaker or Presenter	Staff Attending
Workshops held outside school	Title VII Training Workshop	NYC, OBE, SED	C. Faccio	Project Director Resource Teacher
	Evaluation Workshop - Title VII	Hunter College BESC	R. Irizarry	Resource Teacher
	Title I E.S.L. End Term Workshop	NYC E.S.L. Office	D. Krulick	Project Director, E.S.L. Teacher Paraprofessional
Conferences and symposia	NABE Conference	NABE - Washington D.C.		Project Director
	NYS ESOL - BEA	NYS - BEA Albany		E.S.L. Teacher
	E.S.L. Supervision Conference	NYC E.S.L. Office	R. Quintanilla	Project Director
Other (Workshops)	NYC LAB Workshop	NYC OBE		Resource Teacher
	NYC BESIS Workshop	NYC Bilingual		Project Director

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